

## LESSON SEVEN

### **Core Learning Goal: 1**

The students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political system.

### **Expectation: 2**

The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

### **Indicator 1.2.3**

The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety.

#### **Assessment Limits:**

- ? *Presidential use of power and **executive orders on rights, order, and/or safety.***
- ? *National government agencies' actions affecting rights, order, and/or safety.*
- ? *State actions affecting rights, order and/or safety.*

### **Overview:**

This is a lesson on the impact that Franklin Roosevelt's executive order had on Japanese-Americans. If your students have a limited knowledge of modern history, provide students with some background information about the Japanese attack that led to the United States entry into World War II.

### **Lesson Objectives:**

Students will examine the government's reaction to the attack on Pearl Harbor.

Students will evaluate the impact of an executive order on the rights of Japanese-American citizens.

### **Materials:**

Government textbooks

Student Reading: ***Executive Order #9066***

**Procedures:**

1. Ask the students “What happened at Pearl Harbor in 1941?” Give any needed information. Then ask: “How do you think Americans reacted to this surprise attack?” Provide some historical examples of the anti-Japanese hysteria that followed Pearl Harbor.
2. Using their textbooks, have students review information on Presidential executive orders.
3. Distribute the reading selection ***Executive Order #9066*** and have students answer these discussion questions:
  - How did President Roosevelt react to Pearl Harbor?
  - What hardships did Japanese-Americans suffer during the war?
  - How did some Japanese-American men respond to the United States being at war?
  - “Two thirds of Japanese-Americans in California were citizens of the United States.” Should that fact make any difference when the President issues an order like Executive Order #9066?
4. Give students the following scenario:
  - It is 1942. You are an 18 year-old Japanese-American who has been removed from home and placed in an internment camp.
  - You were born in California and are therefore a legal resident and citizen of the United States.Have students write a letter to President Roosevelt that includes the following points:
  - Explain your view of Executive Order #9066.
  - Describe how your life has been changed by this order.
  - Tell what you would do during this war if you were not restricted to the internment camp.

**Assessment of Indicator:**

Have students answer this Brief Constructed Response item:

- ? What rights were affected by the President’s internment order?
- ? Is the government justified in using this type of authority in a crisis situation? Why or why not?
- ? Include examples and details to support your answer.

Use the Social Studies Rubric to score student responses.

## Executive Order #9066

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national defense materials, premises, and utilities...

... I hereby authorize and direct the Secretary of War... to prescribe military areas ... the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary or Military Commander may impose. The Secretary of War is hereby authorized to provide for residents of any such area... transportation, food, shelter, and other accommodations as may be necessary...

After Japan's surprise attack on Pearl Harbor on Dec. 7, 1941, some Americans turned their anger toward people of Japanese ancestry. As this anti-Japanese hysteria grew, President Franklin D. Roosevelt issued Executive Order #9066. Under this order about 112,000 people of Japanese ancestry were excluded (forced to leave) their homes and businesses and re-locate to internment camps inland away from the West Coast.

Many of the camps were in the California desert and in other remote areas. For some people this move was a considerable physical hardship, while for many others it meant the loss of their jobs and property. About two-thirds of these Japanese-Americans were citizens of the United States.

Some Japanese-Americans sought justice and sued to be released from the camps. In 1944 the Supreme Court ruled in *Korematsu v. United States* that the exclusion order was constitutional, but the Court did not address the relocation to internment camps.

Although most of the people stayed in the camps until the end of the war, more than 25,000 Japanese-American men volunteered for military service. Some served in a special Japanese-American unit that fought bravely in Europe against Germany. By the end of the war, the all Japanese-American 442<sup>nd</sup> Regiment had become the most decorated combat unit in World War II.

After the war, the Japanese-American Citizen League asked the government to compensate those sent to the internment camps for their lost wages and property. Finally in 1988, Congress authorized "redress checks" for those citizens still alive who had been interned during World War II. President George Bush stated that "a monetary sum and words cannot restore lost years or erase painful memories. We can never fully right the wrongs of the past."

